

DUTY STATEMENT

(07/14)

Shaded area for Personnel Office use only

Effective Date:

June 2021

1. OFFICE State Coastal Conservancy	POSITION NUMBER (Agency - Unit - Class - Serial) 536-200-4809-XXX
2. HEADQUARTER LOCATION Oakland, CA	3. CLASS TITLE Conservancy Program Development Analyst II -- (CPDA II)
4. WORKING HOURS/SCHEDULE TO BE WORKED 9:00 a.m. to 5:30 p.m., Monday to Friday	5. SPECIFIC LOCATION ASSIGNED TO N/A
6. PROPOSED INCUMBENT (If known)	7. CURRENT POSITION NUMBER (Agency - Unit - Class - Serial) 536-200-4809-XXX

All employees are expected to work cooperatively with others; maintain regular, consistent, and predictable attendance; possess integrity, initiative, dependability, and good judgment.

8. BRIEFLY (1 - 3 sentences) DESCRIBE THE POSITION'S ORGANIZATIONAL SETTING AND MAJOR FUNCTIONS

The CPDA II incumbent is expected to work under general direction of a Regional Manager. It is expected that the work produced by a CPDA II will be reviewed by the Regional Manager or produced with the assistance or guidance of a Conservancy Project Development Manager (CPDM), or Conservancy Project Development Specialist (CPDS). Develop and implement programs and projects dealing with wildfire risk reduction, to improve natural lands management, and to help communities address the effects of climate change. Percentages indicate the frequency of the task on an annual basis.

9. Percentage of time performing duties	10. Indicate the duties and responsibilities assigned to the position and the percentage of time spent on each. Group related tasks under the same percentage with the highest percentage first. <i>(Use additional sheet if necessary)</i>
30%	ESSENTIAL FUNCTIONS <u>Project Initiation and Development</u> <ul style="list-style-type: none"> Respond independently to requests for assistance from the public, local governments, special districts, state agencies, and nonprofit organizations. Work with partners to identify, prioritize, and support forestry and wildfire resilience projects that meet regional and statewide public safety, ecosystem, and public resource goals. Analyze proposals, gather information, inspect sites, meet with local governments, developers, and others to develop projects. Evaluate feasibility; assist with scoping, help define objectives and set schedules; help develop partnerships and funding strategies. Prepare project recommendations to management and present projects to the Conservancy Board of Directors.
30%	<u>Wildfire Resiliency Program</u> <ul style="list-style-type: none"> Work independently with partners to understand regional capacity needs, such as: data required to identify projects and set priorities, workforce capacity for planning and implementing projects, solutions to common obstacles leading to slower implementation of projects, and other factors. Work with local partners to identify ways the State can help address these needs.

11. SUPERVISOR'S STATEMENT: ***I HAVE DISCUSSED THE DUTIES OF THE POSITION WITH THE EMPLOYEE***

SUPERVISOR'S NAME (Print)	SUPERVISOR'S SIGNATURE	DATE
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12. EMPLOYEE'S STATEMENT: ***I HAVE DISCUSSED WITH MY SUPERVISOR THE DUTIES OF THE POSITION AND HAVE RECEIVED A COPY OF THE DUTY STATEMENT***

The statements contained in this duty statement reflect general details as necessary to describe the principal functions of this job. It should not be considered an all-inclusive listing of work requirements. Individuals may perform other duties as assigned, including work in other functional areas to cover absence of relief, to equalize peak work periods or otherwise to balance the workload.

EMPLOYEE'S NAME (Print)	EMPLOYEE'S SIGNATURE	DATE
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GS 907T (REV. 03/03)

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<p>30%</p> <p>5%</p> <p><u>5%</u> 100%</p>	<p><u>Wildfire Resiliency Program (continued)</u></p> <ul style="list-style-type: none"> • Meet with partners to promote and support collaborative planning. Coordinate wildfire resiliency and forest health protection, management, and restoration efforts at the sub-regional scale • Organize webinars and other information sharing platforms to help partners learn from each other. • Support interagency coordination and resolution of permitting or CEQA issues for proposed wildfire resilience projects. • Support regional efforts to address wildfire resiliency workforce capacity issues. • Develop written materials, budgets, and graphics to support the Conservancy wildfire resiliency reporting requirements, and outreach and communication needs. <p><u>Manage Projects and Related Contracts</u></p> <ul style="list-style-type: none"> • Manage contracts and grants independently, related to the approved projects; ensure compliance with the terms and conditions of the contracts and grants by all parties. Maintain communication with grantees and consultants to ensure best possible outcomes and participate in meetings related to projects. Maintain well-organized project files. • Manage projects, independently, including leading or participating in collaborative teams; ensuring project tasks, schedules, and objectives are being met; and determining how to address implementation issues as they arise. <p><u>General and Administrative Responsibilities</u></p> <p>Comply with State and Coastal Conservancy rules, policies, and standards, such as working the scheduled hours, submitting timesheets with proper program information, travel claims, and other forms timely. Work cooperatively with project and administrative staff.</p> <p>MARGINAL FUNCTIONS</p> <p>Other related duties as assigned.</p>

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	<p>KNOWLEDGE, SKILLS AND ABILITIES</p> <p>CPDA I Knowledge of: The principles and practices of economics to evaluate the feasibility and economic impact of urban waterfront and other projects affecting coastal resources and waterfront economies; principles and practices of natural resources and land use planning to evaluate, prioritize, and structure acquisition, restoration, and access projects; the building and construction industry to review bid packages, cost estimates, and construction drawings; architectural design principles to promote excellence of design and projects which exhibit innovation in sensitively integrating human-made features into the natural coastal environment; property management to ensure stewardship of State investments and avoid liability claims; State real estate transaction procedures to ensure compliance with State law and policies and control agency oversight; environmental assessment to identify contaminant risks and liabilities during due diligence periods to protect State investments; the policies and procedures of the California Coastal Commission, San Francisco Bay Conservation and Development Commission, and other coastal management agencies; and the policies and programs of the State Coastal Conservancy.</p> <p>Ability to: Collect, analyze, and summarize technical data to be used in evaluating proposals, preparing reports, and structuring land acquisitions; analyze situations and take effective action to ensure the interests of the Conservancy and the State are protected; establish and maintain cooperative and effective relations with those contacted in the course of work; develop, review, and guide plans and projects to completion; communicate effectively on a one-to-one basis and in group settings as well as in presentations for the purpose of obtaining information or presenting information that is clear and concise; write effectively as in the preparation of letters, reports, staff recommendations, contracts, and grant agreements; organize and utilize time management skills including the ability to balance multiple project priorities, advancing project objectives, and managing workloads effectively; use analytical skills and effective problem-solving techniques in the formulation and development of projects; create solutions to address complex resource issues; effectively present controversial matters to small and large groups for the purpose of providing information or explaining Conservancy procedures and policies; and facility with various computer software programs such as Word, Excel, PowerPoint, and Outlook.</p> <p>CPDA II Knowledge of: All of the above, and specific land acquisition techniques, including: acquisition of land at less-than-fair market value; structuring of long-term payouts for land using private nonprofit organizations; equity trading of properties in order to accomplish specific types of coastal restoration; tax-free exchanges of land for restoration and enhancement of significant coastal areas; tax-free exchanges, option agreements, conservation easements, installment sales, leasebacks, or exchanges to structure and execute the most complex land transactions; utilization of State and Federal tax laws to increase project feasibility; determination of economic feasibility of restoration projects using the formulas and rule of thumb of private developers; methods of contractor selection to ensure compliance with State law and policies and control agency oversight; local, State, Federal, and private funding sources to leverage State funding for projects; determination of when and in what circumstances to acquire purchase options; computation of economic feasibility of sale and leaseback of agricultural lands; acquisition of conservation and open space easements or other types of less-than-fee interests in real property; public relations policies and strategies to effectively communicate, respond to, and maintain good relations with the public, stakeholders, media, and others to support Conservancy programs and projects; State and Federal grant programs; and relationships between local, regional, State, Federal, private agencies, and organizations.</p>

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	<p>Ability to: All of the above, and to work effectively with Federal, State, and local agencies to ensure project compliance with laws, regulations, and plans; balance and resolve conflicting needs between various uses of coastal and San Francisco Bay Area resources, including: agricultural, habitat, resource extraction, and public recreation; implement projects and programs through supervision, assistance, and monitoring; successfully negotiate with government officials, landowners, and other stakeholders to develop contracts, permits, and other agreements necessary for projects; and represent Conservancy interests before other governmental entities, elected officials, and private organizations.</p> <p>DESIRABLE QUALIFICATIONS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Experience developing and/or implementing wildfire resilience projects. <input type="checkbox"/> Experience organizing and facilitating multi-organizational meetings and teams to achieve specific goals. <input type="checkbox"/> Willingness to communicate Conservancy work through avenues such as conference and meeting presentations. <input type="checkbox"/> Ability to apply for and secure outside grants. <input type="checkbox"/> Willingness as a learner to do routine or detailed work in order to learn the practical application of administrative principles; and demonstrated capacity for development as evidenced by work history, academic attainment, participation in school or other activities, or by well-defined occupational interests; willingness and ability to accept increasing responsibility. <input type="checkbox"/> Possess a valid California Drivers' License, Class C, have a good driving record. <input type="checkbox"/> Possess spreadsheet proficiency. <p>INTERPERSONAL SKILLS</p> <ul style="list-style-type: none"> <input type="checkbox"/> Display good interaction skills. <input type="checkbox"/> Interact successfully in a team environment. <input type="checkbox"/> Communicate successfully in a diverse community. <input type="checkbox"/> Communicate effectively with individuals from varied experiences, perspectives, and backgrounds, which may involve some exposure to aggressive clientele or adversarial conditions. <input type="checkbox"/> Deal with individuals with a range of moods and behaviors in a tactful, congenial, personal manner so as not to alienate or antagonize them. <p>WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES</p> <p><i>Work Environment</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Travel to meetings and project sites may be required during project development management, and/or monitoring. <input type="checkbox"/> Work environment involves some exposure to hazards or physical risks, which require following basic safety precautions. <input type="checkbox"/> Indoor work is common, although outdoor work may be required to inspect sites. <input type="checkbox"/> Operating a computer system is essential to perform duties. <input type="checkbox"/> Work hours may be various, such as shift work, weekends, evenings, and holidays. <input type="checkbox"/> While performing the duties of this job, the employee is regularly required to sit. <input type="checkbox"/> Typical work activities involve frequent and prolonged periods of standing and walking. <input type="checkbox"/> Typical work activities may involve some exposure to aggressive clientele. <input type="checkbox"/> May require an employee to work in adversarial situations. <input type="checkbox"/> Work in a range of climatic environments and may be exposed to extreme weather and traffic conditions.

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	<p>WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES (continued)</p> <p><i>Work Environment</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Work outdoors and in all weather conditions, including rain, heat and cold. <input type="checkbox"/> May expose the employee to fumes, dust, air contaminants, stinging insects and rattlesnakes. <input type="checkbox"/> Travel. <input type="checkbox"/> May require overtime. <p><i>Physical Ability</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The employee frequently is required to use hands to finger, handle, or feel and talk, or hear. <input type="checkbox"/> The job duties require an employee to stand for long periods. <input type="checkbox"/> The job duties require an employee to work under stressful conditions. <input type="checkbox"/> May entail muscular strain, including walking, standing, stooping, sitting, reaching, and lifting. <input type="checkbox"/> May need to stoop, bend, reach, lift, twist, turn, kneel, squat, or grasp. <input type="checkbox"/> Common eye, hand and finger dexterity maybe required. <input type="checkbox"/> Requires prolonged sitting, standing, and walking on uneven and slippery surfaces. <input type="checkbox"/> Requires reaching, twisting, turning, kneeling, bending, stooping, squatting, crouching, grasping, and making repetitive hand movements in the performance of daily duties. <p><i>Mental Ability</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Understand and follow safety procedures. <input type="checkbox"/> Read, understand, follow, and enforce safety procedures <input type="checkbox"/> Understand verbal/written instructions <input type="checkbox"/> Understand written and verbal communication. <input type="checkbox"/> Add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. <input type="checkbox"/> Apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. <input type="checkbox"/> Deal with problems involving several concrete variables in standardized situations. <p>Some of the above requirements may be accommodated for otherwise qualified individuals requiring and requesting such accommodations.</p> <p><u>Reading:</u> Understand and use written information that may be presented in a variety of formats, such as text, tables, lists, figures, and diagrams; select reading strategies appropriate to the purpose, such as skimming for highlights, reading for detail, reading for meaning, and critical analysis.</p> <p><u>Writing:</u> Express ideas and information in written form clearly, succinctly, accurately, and in an organized manner; use English language conventions of spelling, punctuation, grammar, and sentence and paragraph structure; and tailor written communication to the intended purpose and audience.</p> <p><u>Mathematics:</u> Understand, interpret, and manipulate numeric or symbolic information; solve problems by selecting and applying appropriate quantitative methods such as arithmetic, quantitative reasoning, estimation, measurement, probability, statistics, algebra, geometry, and trigonometry.</p> <p><u>Organizing and planning:</u> Organize and structure work for effective performance and goal attainment; set and balance priorities; anticipate obstacles; formulate plans consistent with available human, financial, and physical resources; modify plans or adjust priorities given changing goals or conditions.</p> <p><u>Using social skills:</u> Interact with others in ways that are friendly, courteous, and tactful and that demonstrate respect for individual and cultural differences and for the attitudes and feelings of others.</p>

WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES continued

Adaptability: Change one's own behavior or work methods to adjust to other people or to changing situations or work demands; be receptive to new information, ideas, or strategies to achieve goals.

Working in teams: Work cooperatively and collaboratively with others to achieve goals by sharing or integrating ideas, knowledge, skills, information, support, resources, responsibility, and recognition.

Leading others: Motivate, inspire, and influence others toward effective individual or teamwork performance, goal attainment, and personal learning and development by serving as a mentor, coach, and role model and by providing feedback and recognition or rewards.

Building consensus: Build consensus among individuals or groups by facilitating agreements that involve sharing or exchanging resources or resolving differences in such a way as to promote mutual goals and interests; by persuading others to change their point of view or behavior without losing their future support; and by resolving conflicts, confrontations, and disagreements while maintaining productive working relationships.

Self and career development: Identify own work and career interests, strengths, and limitations; pursue education, training, feedback, or other opportunities for learning and development; manage, direct, and monitor one's own learning and development.

Listening: Attend to, receive, and correctly interpret verbal communications and directions through cues such as the content and context of the message and the tone, gestures, and facial expressions of the speaker.

Speaking: Express ideas and facts orally in a clear and understandable manner that sustains listener attention and interest; tailor oral communication to the intended purpose and audience.

Using information and communications technology: Select, access, and use necessary information, data, and communications-related technologies, such as basic personal computer applications, telecommunications equipment, Internet, electronic calculators, voice mail, email, facsimile machines, and copying equipment to accomplish work activities.

Gathering and analyzing information: Obtain facts, information, or data relevant to a particular problem, question, or issue through observation of events or situations, discussion with others, research, or retrieval from written or electronic sources; organize, integrate, analyze, and evaluate information.

Analyzing and solving problems: Anticipate or identify problems and their causes; develop and analyze potential solutions or improvements using rational and logical processes or innovative and creative approaches when needed.

Making decisions and judgments: Make decisions that consider relevant facts and information, potential risks, and benefits, and short- and long-term consequences or alternatives.

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	<p>WORK ENVIRONMENT, PHYSICAL OR MENTAL ABILITIES continued</p> <p><u>Adaptability</u>: Change one's own behavior or work methods to adjust to other people or to changing situations or work demands; be receptive to new information, ideas, or strategies to achieve goals.</p> <p><u>Working in teams</u>: Work cooperatively and collaboratively with others to achieve goals by sharing or integrating ideas, knowledge, skills, information, support, resources, responsibility, and recognition.</p> <p><u>Leading others</u>: Motivate, inspire, and influence others toward effective individual or teamwork performance, goal attainment, and personal learning and development by serving as a mentor, coach, and role model and by providing feedback and recognition or rewards.</p> <p><u>Building consensus</u>: Build consensus among individuals or groups by facilitating agreements that involve sharing or exchanging resources or resolving differences in such a way as to promote mutual goals and interests; by persuading others to change their point of view or behavior without losing their future support; and by resolving conflicts, confrontations, and disagreements while maintaining productive working relationships.</p> <p><u>Self and career development</u>: Identify own work and career interests, strengths, and limitations; pursue education, training, feedback, or other opportunities for learning and development; manage, direct, and monitor one's own learning and development.</p> <p><u>Listening</u>: Attend to, receive, and correctly interpret verbal communications and directions through cues such as the content and context of the message and the tone, gestures, and facial expressions of the speaker.</p> <p><u>Speaking</u>: Express ideas and facts orally in a clear and understandable manner that sustains listener attention and interest; tailor oral communication to the intended purpose and audience.</p> <p><u>Using information and communications technology</u>: Select, access, and use necessary information, data, and communications-related technologies, such as basic personal computer applications, telecommunications equipment, Internet, electronic calculators, voice mail, email, facsimile machines, and copying equipment to accomplish work activities.</p> <p><u>Gathering and analyzing information</u>: Obtain facts, information, or data relevant to a particular problem, question, or issue through observation of events or situations, discussion with others, research, or retrieval from written or electronic sources; organize, integrate, analyze, and evaluate information.</p> <p><u>Analyzing and solving problems</u>: Anticipate or identify problems and their causes; develop and analyze potential solutions or improvements using rational and logical processes or innovative and creative approaches when needed.</p> <p><u>Making decisions and judgments</u>: Make decisions that consider relevant facts and information, potential risks and benefits, and short- and long-term consequences or alternatives.</p>

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